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The problem of the increasingly large numbers of young people who are leaving high school before graduation was presented. Speakers and discussion groups at the Workshop aimed at presenting the plight of the dropout for the purpose of awakening and mobilizing social, civic, political, business, and religious leaders in an effort to assist youth and their parents with their problems.

Initial greetings and introductions at the Workshop were followed by the the keynote speech by Mr. Otis Finley, Jr. The speech, entitled "Meeting the Challenge of the Dropout," stressed the particular problems of Negro dropouts who must face the prospect of a job in the lowest occupational categories with a much lower earning power than whites due to discriminatory practices. Mr. Finley offered no panacea to the problem, but asserted that it is a community problem requiring interracial teamwork and effective community organization.

The remainder of the Workshop was devoted to the nine discussion groups which discussed two major topics: 1) the problem - the who, where, and why of the dropout; and 2) techniques, methods, and resources for alleviating the situation. Numerous recommendations, action plans, and suggestions were compiled from the group reports.

Recommendations for the school included: special education classes, reading clinics, vocational courses, work-study program, financial aid, and guidance services. Other suggestions involved the necessity for parent participation in school matters, better home-school relationships, the support of community social agencies, and active involvement of the church in the moral implications of the dropout problem.

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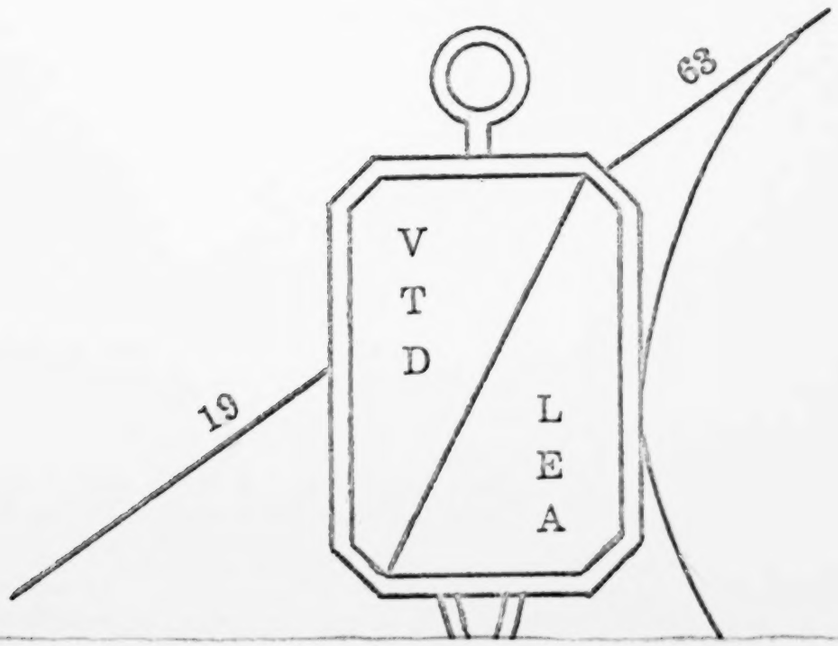
LOUISIANA EDUCATION ASSOCIATION
VISITING TEACHERS DEPARTMENT

PROCEEDINGS OF THE
THIRD ANNUAL
SPRING WORKSHOP FOR VISITING TEACHERS



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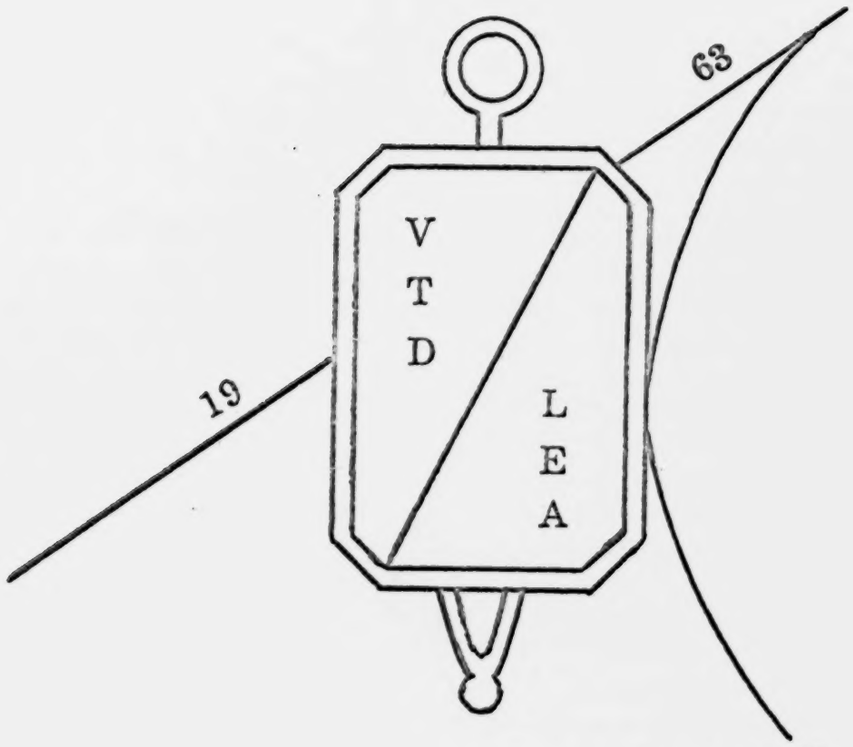
THEME:

The Challenge of the Dropout —
New Horizons In Education in the Sixties

April 26, 1963
Xavier University of Louisiana
7325 Palmetto Street
New Orleans, Louisiana

LOUISIANA EDUCATION ASSOCIATION
VISITING TEACHERS DEPARTMENT

PROCEEDINGS OF THE
THIRD ANNUAL
SPRING WORKSHOP FOR VISITING TEACHERS



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ON EDUCATIONAL DIFFERENCES
HARVARD GRADUATE SCHOOL OF EDUCATION
CAMBRIDGE, MASSACHUSETTS 02138

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The Challenge of the Dropout —
New Horizons In Education in the Sixties

April 26, 1963
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7325 Palmetto Street
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PREFACE

The program committee of the Visiting Teachers Department of the Louisiana Education Association was given the task of organizing and conducting the Third Annual Spring Workshop. The selection of the theme was the initial major challenge to confront this committee. However, the paramount interest this session in our City, State, and Nation centered around the increasingly large number of young people who are leaving high school before graduation. It was, perhaps, only natural for us as Visiting Teachers to focus our attention on this tragic loss in the area of formal education as youngsters of color formed a large disproportionate percentage of all dropouts.

The task as we envisioned it was to present the plight of our children for the purpose of awakening and mobilizing social, civic, political, business, and religious leaders of the community in a sustained effort to assist our youth and their parents with their problems. With our focus established, the theme "Meeting The Challenge Of The Dropout—New Horizons In The Sixties," seemed to embody the essence of our goal which was to identify problems, problem areas, and conditions which apparently caused our children to drop out of school. Of equal importance to us was the formulation of a plan of action by an aroused community which would dissolve or overcome many of the contributing factors which caused students to become dropouts and encourage them to return to school. We were interested also in remedial action directed toward potential dropouts to enable them to continue their formal training without interruption so that they might reap the harvest which the Louisiana Education Association contemplates through "New Horizons in Education in the Sixties."

As Visiting Teachers, we are constantly aware of the value of the team approach in working with children and their parents. We are cognizant of the dynamic contributions and interests of school administrators, social agencies and community leaders in the welfare of our children. Therefore, an additional purpose of the workshop emerged to give leaders who are our guests today an opportunity to examine together reasons why children drop out of school and to submit suggestions, techniques, methods, and resources for improving the existing conditions.

The committee's approach to the task is as follows:

1. Keynote Speaker, Mr. Otis Finley, Jr.
2. Discussion Groups:
   - Topic A. The Problem—the who, where, and why of the dropout
   - Topic B. Techniques, methods, and resources for alleviating the situation.

It is our firm belief that the dropout rate for our children at all levels of their education can and must be greatly reduced. However, we are of the opinion also that the combined efforts and resources of parents, educators, community agencies, and an aroused public must unite their efforts to achieve the cherished goal of suitable training of our children today for the adult world of tomorrow.

Kacellious Bridges, Editor

Joseph W. Davis, Chairman of Workshop

Victoria C. Green, Chairman of Program Committee

Walter C. Wright

Beatrice D. Wilson

FOREWORD

The fact that the people of the United States are concerned about youth and their problems is evidenced in the interest of government at all levels to develop programs to better prepare young people to become contributing citizens to society.

Our present and future needs will require particularly sharp rises in highly trained scientific, engineering, and supporting technical manpower. For this, we must look to the youth of America.

Although educators have always been concerned with the problem of the school dropout, the problem is much more acute at the present time. The continuation of our American way of life will be threatened unless our youth can become trained, skillful workers in the many necessary professions and occupations in industry imperative to maintain our national security.

Today, all groups—education, labor, civic, and social organizations are vitally concerned with the school dropout so that it is especially encouraging to note that the visiting teachers of the State of Louisiana are taking the lead in the first concerted effort in the state to pin-point the problem of the dropout; to study the extent of the problem, the causes, and what can be done to lessen the number who do not complete their educational programs.

This is no simple assignment but a very necessary one. Certainly we cannot expect a simple solution to such a complex problem as the dropout, but the challenge is given to the visiting teachers as one of the groups vitally interested in the children's welfare.

We cannot solve the problem of the school dropout alone as it has many facets, but we can clarify our thinking as to our responsibility and be willing to cooperate with others who must act upon this as a community problem, not an isolated educational problem.

One of our most difficult duties is to make the children and their parents recognize and understand the value and necessity for youth to complete the educational programs which are best fitted for them in order to prepare them for competence in earning a living.

Conferences such as this one can be of great benefit as we strive to find measures to deal with the problem of the school dropout and share our thinking with other disciplines vitally interested in children.

Antoinette Cheevers, Director
Department of Special Services

PROGRAM

Friday, April 26, 1963

8:00 - 8:40 Registration and Coffee

8:45 - 10:15 General Assembly

Presiding . . . . . Mr. Kacellious Bridges
President, Visiting Teachers Department
Louisiana Education Association

National Anthem

Invocation . . . . The Reverend James G. Whalen, O.P.
Associate Professor of Philosophy and Theology
Xavier University

Greetings . . . . . Sister M. Emmanuella, S.B.S.

Dr. Mack J. Spears

Music . . . . . Xavier University Concert Choir
Mr. Gordon O. Brown, Director

Introduction of Guests . . . . . Mr. Walter C. Wright
Visiting Teacher, Orleans Parish Schools

Music . . . . . Xavier University Concert Choir

Introduction of Speaker . . . . . Mr. J. K. Haynes
Executive Secretary
Louisiana Education Association

Address . . . . . Mr. Otis E. Finley, Jr.
Associate Director, National Urban League, Inc.

Workshop Design . . . . . Mr. Joseph W. Davis
Visiting Teacher, Orleans Parish Schools

10:30 - 1:00 DISCUSSION GROUPS:

10:30 - 11:30 Topic: The problem—the who, where and why of the dropout

11:30 - 11:40 Coke Break

11:40 - 1:00 Topic: Techniques, methods and resources for alleviating the situation

Group I

Discussion Leaders: . . Dr. Walter Kindlesperger
Mr. William Rucker

Consultants: . . . . . Dr. Leonard I. Keller
Miss Eloise LaBauve
Mrs. Emily Lewis

Recorders: . . . . . Mrs. Inez B. Henderson
Mrs. Gladys P. Williams

Group II

Discussion Leaders: . . . Mr. Buford Fillingame

Consultants: . . . . . Mr. Charles B. Rousseve
Mr. Charles C. Smith
Miss Pearl Tasker

Recorders: . . . . . Miss Alice Mae Casanave
Mrs. Marjorie DeCuir

Group III

Discussion Leader: . . . . . Mr. Clark Corliss

Consultants: . . . . . Mr. W. E. Morial
Mr. George Parker
Mrs. Beatrice Wilson

Recorders: . . . . . Mr. Paul Sanzenback
Mrs. Marjorie M. Dumas

Group IV

Discussion Leader: . . Miss Antoinette Cheevers

Consultants: . . . . . Mr. Charles Boucree
Mrs. Tessie Manuel
Mrs. Jeanne Douglas

Recorders: . . . . . Mrs. Clara Antoine
Mr. Robert Alexander

Group V

Discussion Leader: . . . . . Mr. J. Harvey Kerns

Consultants: . . . . . Mr. Maurice Prevost
Miss Hope Kristopherson
Mr. Walter Wright

Recorders: . . . . . Mrs. Millie Charles
Mrs. Thelma Taylor

Group VI

Discussion Leader . . . . . Dean William Cope

Consultants: . . . . . Miss Anna B. Klein
Mr. Wadsworth Davis
Mrs. Mildred Seaman

Recorders: . . . . . Mr. Fred Dejoie
Mrs. Mildred E. Bridges

Group VII

Discussion Leader: . . . . . Mrs. Moise Cahn

Consultants: . . . . . Mr. Willie Smith, Jr.
Mr. Christopher Melvin
Mrs. Mildred Clark

Recorders: . . . . . Mrs. Lora Lynn Findlason
Mrs. Octavia Jones

Group VIII

Discussion Leader: . . . . . Mr. Sidney Collier

Consultants: . . . . . Mrs. Denise H. Lewis
Mr. Malcolm F. Rosenberg, Jr.
Mrs. Ruby M. Barnes

Recorders: . . . . . Mr. Rolland Baptiste
Mrs. Alice M. Barnes

Group IX

Discussion Leader: . . . Mr. George McKenna, Jr.

Consultants: . . . . . Mrs. Helena Patten
Mr. J. W. Prewitt
Mrs. Mandura Brown

Recorders: . . . . . Miss Estella Schwarze
Mrs. Mildred Reese

1:15 - 2:00 LUNCH

2:10 - 3:30 SECOND GENERAL ASSEMBLY

Presiding . . . . . Mrs. Hazel J. Freeman
Vice President, Visiting Teachers Department
Louisiana Education Association

Observations . . . . . Mrs. Anna B. Henry

Film . . . . . "The Dropout"

Remarks . . . . . Mr, Otis E. Finley, Jr.

ADJOURNMENT

3:45 - 5:00 Business Session, Visiting Teacher Department
Louisiana Education Association

WHO'S WHO

Boucree, Mr. John Harold
Principal, Carter G. Woodson
Junior High School

Cahn, Mrs. Moise
Past President, National
Council of Jewish Women,
Member, Board of Directors
Urban League of Greater
New Orleans

Cheevers, Miss Antoinette
Director, Department of
Special Services

Corliss, Mr. Clark
Orleans Parish School Board
Social Welfare Planning Council

Collier, Mr. Sidney
Director, Orleans Area
Vocational & Technical School

Cope, Dr. William, Dean
Dillard University

Davis, Mr. Wadsworth A.
Principal, Macarty Elementary
School

Fillingame, Mr. Buford
Tuberculosis Association of
Greater New Orleans

Henry, Mrs. Anna B., Principal
McDonogh No. 36 Elementary
School

Kerns, Mr. J. Harvey, Director
Urban League of Greater
New Orleans

Kindlesperger, Mr. Walter, Dean
School of Social Work
Tulane University

Klein, Mrs. Anna B., Director
of Guidance and Testing
Orleans Parish School Board

Kristopherson, Miss Hope
Louisiana Employment Service

LaBauve, Miss Eloise E.
Assistant Supervisor
Visiting Teaching and
Attendance Section
Orleans Parish School Board

Lewis, Mrs. Denise H.
Principal (acting) L. B.
Landry Junior—Senior High
School

Lewis, Mrs. Emily
Supervisor (casework)
Department of Public Welfare

Manuel, Mrs. Tessie, Director
Adult Activities Program
Y.W.C.A.

McKenna, Mr. George, Jr.
Instructor, Xavier University

Melvin, Mr. Christopher
Director, Gaudet Episcopal
Home for Children

Morial, Mr. Walter, Principal
George Washington Carver
Junior High School

Parker, Mr. George, Instructor
Southern University
New Orleans

Patten, Mrs. Helena E.
Principal, Julius Rosenwald
Elementary School

Prevost, Mr. Maurice E.
Principal, Alfred C. Priestley
Junior High School

Prewitt, Mr. John W.
Supervisor, Vocational
Rehabilitation, Louisiana
Department of Education

especially after report card periods.

B. Parents should make it possible for children to attend school, and help their children to develop good attendance habits.

C. Parents who are members of the PTA should encourage other parents to join.

D. Learn how to ask for help from visiting teacher and school counselors.

E. The PTA should work to organize day care centers on a cooperative basis in order to assist working parents.

F. Parents should be encouraged to take an active interest in the child's scholastic progress in school.

G. Parents should refrain from comparing their children with each other and with their peers.

Recommendations:

III. For Social Agencies

A. Foster closer cooperation and coordination among social agencies in the community

B. Support the enactment of the Youth Employment Act of 1963 (Federal Bill - HR5131 and S. 1)

C. Promote public awareness of the dropout problem through every area of news media.

D. Work for a sound and practical compulsory school attendance law.

E. Refer parents to agencies where they may obtain help.

F. Support ADC program

G. Support the retraining programs of government and industry.

Evaluate and follow-up study on the dropout.

Recommendations:

IV. For the Church

A. The church should make a concerted effort to cope with the moral implication involved in the dropout problem.

B. Provide counseling services for its members or parishioners.

C. Encourage adult members to visit the school in the interest of their children.

D. Provide leadership in publicizing the dropout problem.

E. Clergymen should actively cooperate with school personnel in working with children who present problems in school and those who present some of the characteristics of the dropout.

F. The church should actively participate in the dropout problem by conducting pilot projects designed to identify and alleviate conditions which contribute to school dropouts.

"THE DROPOUT"

"Did he fail, or did the school?"

"Is this when it all started?"

To be a failure at fifteen is a tragic thing.

In the next ten years, one out of every three American students will quit high school before graduating. That means that four million teenaged children out of ten million will hit the labor market without even a high school diploma as proof of their training and proficiency.

As our production techniques demand higher skills, and automation increases, the places for untrained workers become fewer and fewer. Recent surveys show that dropouts are doomed to a lifetime of low level jobs and frequent unemployment; that they will be a drain on our economy and a possible source of delinquency and crime.

Because these millions have dropped out of high school, industry has lost a vast potential of skilled workers; communities have lost effective and contributive citizens; and the young people themselves have lost their futures.

The film "The Dropout" fearlessly faces this problem. It spells out the steps by which a community can prevent these dropouts.

Educators themselves accuse some of our schools of failing the children. In the film you will see a confused 17-year old boy wandering the streets in a futile search for successful manhood. You will see the start of this flight from school as he stumbles and fumbles in the third grade, already crippled by an ugly family background; his reading problem ignored by a too-busy teacher. Life drops him as he drops school.

But you will see other young people whose past failures are changed to success by the guidance of student counselors, remedial reading classes, part-time employment programs, and all the devices that enlightened and compassionate educators can provide.

How is it with your community? What are your schools doing about dropouts? How many teenaged unemployables are walking the streets of your town? Why don't you show the film "The Dropout" to groups in your community? Then, with an experienced leader to guide the discussion, a program can be started that will lift the economic and educational level of the place in which you live.

****

"A timely film on a subject of nationwide importance"
Eli E. Cohen, Executive Secretary
National Committee on Employment of Youth

ROSTER OF WORKSHOP PARTICIPANTS

Name	Agency
Miss Alice Mae Casanave	Juvenile Court
Mrs. Emma Dejoie	Dept. of Public Welfare Child Welfare Division
Mr. Fred Dejoie	Dept. of Public Welfare Child Welfare Division
Mrs. Emily T. Lewis	Dept. of Public Welfare
Mr. Charles B. Rousseve	B. T. Washington High School
Mr. Roland P. Batiste	Dept. of Public Welfare
Mrs. Victoria C. Greene	Visiting Teacher, Orleans Parish School Board
Mrs. Mildred Seaman	Visiting Teacher, Orleans Parish School Board
Miss Irma L. Kron	Bauer Building
Miss Eloise LaBauve	Orleans Parish School Board
Mr. Robert P. Alexander	Andrew J. Bell High School
Mrs. Robertine McBride	Trinity Lutheran Church
Mr. Buford L. Fillingame	Tuberculosis Association of New Orleans
Mr. John R. Roussell	Edgar P. Harney School
Mr. Earnest J. Wilderson	H. H. Dunn School
Mr. Paul Sanzenbach	Family Service Society
Mr. Clarence Blanc	Dept. of Public Welfare
Mr. Clark Corliss	Social Welfare Planning Council
Miss A. M. Bossier	Principal, McDonogh No. 42 Elementary School
Mrs. Octavia M. Jones	Counselor, A. J. Bell High School
Mrs. Mildred E. Bridges	Counselor, S. J. Green Junior High School

Mr. Maurice Prevost	Priestly Junior High School
Mrs. Majorie Dumas	Counselor, Carter G. Woodson Junior High School
Mr. Richard W. English	Principal, Samuel J. Green Junior High School
Mrs. Arthurine H. Bradford	Principal, McDonogh No. 37 School
Mr. Kacellious Bridges	Visiting Teacher
Mr. Sidney Collier	Trade & Industrial Education
Mr. Austin H. Glass	Vocational Rehabilitation
Mrs. B. B. Williams	McDonogh No. 40 Elementary School
Mrs. Alverta Cornelious	McDonogh No. 40 Elementary School
Mrs. Thelma R. Taylor	Counselor, Clark School
Mrs. Helena E. Patten	Principal, Rosenwald School
Mrs. Tessie M. Manuel	YWCA Branch
Mrs. M. M. Nimtz	Albert Wicker School
Mrs. Verline W. Jordan	Judah P. Benjamin School
Mrs. Aurelia Barabino	
Mrs. R. M. McField	McDonogh No. 37 Elementary School
Mrs. Obery Mae Glasper	McDonogh No. 37 Elementary School
Mrs. Antoinette Cheevers	Special Services Department New Orleans Public Schools
Miss Anna B. Klein	Director, Guidance & Testing Orleans Parish School Board
Mr. George C. Lombard	
Mr. Lionel Forestell	Public Schools
Dr. Mack J. Spears	Principal, McDonogh No. 35 High School

Mr. Willie Smith, Jr.	Violet Consolidated School
Mrs. Blanche Curry Cook	Tuberculosis Association of Greater New Orleans
Mrs. Parletta Holmes	L. B. Landry Junior—Senior High School
Mrs. Dorothy M. Taylor	PTA, McDonogh No. 36 School
Mrs. Lynn G. Norris	Housing Authority of New Orleans
Mrs. D. B. Lewis	L. B. Landry High School
Mrs. Clothilde Bernard	First District, PTA
Mrs. Ethel Young	President, New Orleans PTA Council
Mrs. Inez B. Henderson	Housing Authority of New Orleans
Mr. William Cope, Jr.	Dillard University, New Orleans
Mr. George W. Parker, Jr.	Southern University in New Orleans
Mr. W. J. Llado, Sr.	Johnson Lockett School
Mr. Nathaniel W. Dorsey	Urban League of Greater New Orleans
Mr. J. Harvey Kerns	Urban League of Greater New Orleans
Mrs. E. S. Lawson	Principal, S. F. Williams School
Mr. Antonia Olmos	Associated Catholic Charities
Mr. Harold F. Brown	Danneel No. 2 Elementary School
Mr. Edward Turner	Juvenile Court
Mr. Henry Lucas	Juvenile Court
Mr. Castro G. Haralson	Juvenile Court
Mr. Arthur J. Simon	Juvenile Court
Mrs. Estella Schwarze	Charity Hospital

Miss Vera G. Powe	A. J. Priestley Junior High School
Mrs. Maude B. Phillips	James Derham School
Mrs. Rita J. Lopez	Housing Authority of New Orleans
Mrs. Celestine C. Graves	James Weldon Johnson Elementary School
Mr. Richard English	Samuel J. Green Junior High School
Mrs. Dolores W. Blue	Rivers Frederick School
Mr. Robert Perry, Jr.	Principal, Walter L. Cohen Senior High School
Mr. Willie Charles	Division of Child Welfare
Mrs. Clara P. Antoine	Department of Public Welfare
Mrs. Emily D. Bickham	McDonogh No. 24 School
Mrs. Mildred L. Reese	McDonogh No. 30 School
Mrs. Ateja L. Bush	Division of Child Welfare
Mr. Roy L. Bush	Division of Child Welfare
Mr. John Harold Boucree	Carter G. Woodson Junior High School
Mr. J. R. Washington	Division of Child Welfare
Mrs. Josephine Peters	McDonogh No. 37 and Wicker Schools
Miss Dorothy Logwood	Wicker School
Mr. George Longe	Retired Principal
Mrs. Alice M. Barnes	Carver Senior High School Counselor
Miss Pearl C. Tasker	Division of Instruction
Mrs. Lora Lynn Fendlason	Orleans Neighborhood Centers
Mrs. Alice Miller Benjamin	Agnes L. Bauduit School
Mr. W. D. Rucker, Jr.	Dryades Street YMCA

Mrs. Eola M. Davis	
Mr. R. S. Hall	
Mr. Christopher C. Melvin	Gaudet Episcopal Home
Mr. Wadsworth A. Davis	Macarty School
Mr. Robert Williams	Louisiana Department of Public Welfare
Miss Dorothy L. Hawkins	McDonogh No. 40 Elementary School
Mr. Mohamed Shaik	Carver Junior High School
Mrs. Moise Cahn	National Council of Jewish Women
Mr. E. J. Keyes	Housing Authority of New Orleans
Mrs. Marjorie R. Decuir	Carver Junior High School
Mrs. Delores T. Aaron	Carver Junior High School
Mr. Isidore C. Wolf	Lawless School
Mr. Walter E. Morial	Carver Junior High School
Mrs. Rosemary Strawhorn	J. P. Benjamin School

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Assistant Superintendent in
Charge of Instruction
Orleans Parish School Board

Rousseve, Mr. Charles B.
Principal, Booker T.
Washington Senior High School

Rucker, Mr. William
Executive Director
Dryades Street Y.M.C.A.

Seaman, Mrs. Mildred T.
Supervisor, Visiting Teaching
and Attendance Section
Orleans Parish School Board

Smith, Mr. Willie, Jr.
Principal, Violet Consolidated
School, Violet, Louisiana

Spears, Dr. Mack J., Principal
McDonogh No. 35 Senior High
School

Tasker, Miss Pearl
Supervisor of Kindergarten-
Primary Grades
Orleans Parish School Board

FIRST GENERAL ASSEMBLY

PRESIDING-KACELLIOUS BRIDGES
PRESIDENT

Setting the Stage

It is my pleasant duty to greet and welcome you to this beautiful campus. As you know, we have invited you here to work in the interest of the youth of this city, state, and nation. We know that you will share your knowledge with us today just as freely as you have done in our two previous workshops.

Our theme for today is "Meeting The Challenge Of The Dropout—New Horizons In Education In The Sixties." As you know, the term, dropout is generally associated with the child who leaves high school before graduation. However, we will use the term, dropout, today to cover youngsters who discontinue their education while they are in elementary school also.

As Visiting Teachers, we are presently engaged in a study of dropouts in our schools. This study is being conducted in cooperation with the Louisiana State Department of Education. As a result of our findings to date, we are equally concerned about large numbers of our children who remain on the rolls of our elementary schools but who attend so poorly until the school experience has little or no meaning for them. We are also disturbed about large numbers of children who attend our elementary schools regularly but come to us daily without breakfast, with no means for lunch, and with the prospect of little food, if any, for supper. Many youngsters come to school without proper shoes and clothing. They plead through behavior, if not words, for help from interested adults. Then, too, there is a growing number of youngsters who never enter school at all for one reason or another, or who move so frequently from one neighborhood to another until they are unable to adjust in any school.

In your deliberations today, we ask that you include these youngsters in your discussions also.

Greetings

Third Annual Spring Workshop for Visiting Teachers

Dr. Mack J. Spears

Mr. Bridges, I appreciate the invitation to appear on your program this morning. The rest of us in the Louisiana Education Association are very pleased for the opportunity to bring greetings to the members of the Visiting Teachers Department and their guests on the occasion of the Third Annual Workshop for Visiting Teachers. We are tremendously impressed by the theme: "The Challenge of the Dropout—New Horizons in Education in the Sixties," which you have chosen as your focus for this workshop.

The very nature of the challenge which you have selected for yourselves makes us fully aware of your deep concern for the amelioration of the conditions which cause pupils to drop out of school. Your concern must be the interest of all of us in LEA, if we are going to be successful in braking the acceleration at which we are wasting the human resources of our country, and at the same time permitting the fermentation of socially explosive possibilities.

We are cognizant that there are those who would for the expediency of "economy" purpose the curtailment of the services of visiting teachers. May I assure you that we in LEA do not share this view because we have a sensitivity for the indispensable need for the contributions which you are making toward the education of our children. We trust that this thought might serve to provide you with some measure of reenforcement of the important image which you have of your role as visiting teachers. Further, we pray that it might be a stimulant for the development of insights necessary for the accomplishment of your dreams for this workshop, as well as for your efforts in the future.

In conclusion, may I state emphatically that our sincere wish is that this day will be filled with the most profitable experiences of your career.

Greetings

Mrs. A. B. Henry
President, First District

To the honored platform guests, chairman and members of the Visiting Teacher Department, and Work Conference Participants; I extend greetings to you from the First District of the Louisiana Education Association. Even at the risk of appearing presumptuous, I should like to shower bouquets of compliments and commendations upon this group, for surely their efforts and dedication deserve it. I say "presumptuous" because one should not shower compliments upon one's self. The Visiting Teachers are loyal members of the First District as well as of the Parent body of the Louisiana Education Association. We are one and the same. Thus, it is with a great deal of pride in the high calibre and deep dedication to service, characterized and personified by the constituency of the First District, LEA, which I represent, that I greet you today. I wish to express the high esteem which our organization holds for the Visiting Teachers and to ask God's choicest blessings upon this group so that this conference may fulfill its purposes and close with success.

MEETING THE CHALLENGE OF THE DROPOUT— NEW HORIZONS IN EDUCATION IN THE SIXTIES

Mr. Otis E. Finley, Jr.

A dread disease of epidemic proportions is spreading across the land. Its symptoms are many, including reading deficiencies, poor attendance, and low levels of aspiration and achievement. It is eating away at the most priceless national asset—our young people. It affects all classes and colors, but recent statistics seem to indicate a greater affinity for children who are non-white. Already more children number among its victims than the combined toll taken by heart disease and cancer. Those corrupted by this malady often suffer a worse fate, for they are destined to a life of chronic unemployment, a depressed standard of living, and moral dejection. The official diagnosis for this illness is: SCHOOL DROPOUT.

Current predictions are that by 1970, more than 7,500,000 American children as victims of this dibilitating condition, will join the ranks of those who are out of school and out of work. The implications of this trend toward the rejection of one of the cornerstones of freedom at a time when the need for education is even more vital, should stir the nation to take a fresh look at this problem as a priority of the highest order in the Sixties.

No single cure for dropouts seems to be in sight, although there is an emerging awareness that this disease may be caused by a multiplicity of factors. For example, in the schools, some factors might be the low pay and high turnover of teachers, or the rigidities of the grade system, or the inflexibility of the self-contained classroom. In the home, one factor might be an adverse economic situation beyond the control of either parent or child.

For the Negro boy or girl who is trapped in the quicksand of dropout, certain special and unique circumstances in addition to all others must also be considered if we are to effectively meet this challenge in the Sixties. In a real sense, these children have been sqawned in a cesspool of national indifference to their hopes and aspirations. The social order has established a caste system forged along racial lines and one which has established a value system for these children which determines their "place." This definition of "place" unfortunately has been passed along by many parents, not as a satisfying goal of personal attainment but as a prime requirement for mere survival in a hostile environment. Thus, even in a changing social order the plight of Negro children is far graver than that of white school dropouts.

One of the special circumstances demanding consideration is the great gap in day-to-day living patterns between Negroes and whites as revealed by the following figures:

> Negroes earn less than whites. The median annual income for the Negro family today is only $3,233, as compared with $5,835 for white—a gap of 45 per cent. This gap has increased since 1952 when it was only 43 per cent.
>
> More than 75 per cent of all Negro workers are still in the three lowest occupational categories—service workers, semi-skilled and unskilled laborers and farm workers. And these are the very categories now drastically affected by automation and technological change.
>
> In 1962, only 8 per cent of non-white males as compared to more than 27 per cent of white males, were employed in professional and managerial occupations outside of agriculture. Only 9 per cent of non-white males could be classified as skilled craftsmen or foremen, as compared to 20 per cent of white males.
>
> The lower earning power of Negro men and the more frequent breakup of Negro families under both social and economic stress make it necessary for more Negro than white women to enter the job market. One in every four Negro women with pre-school children is at work, not at home. And yet we wonder about some of the causes of school dropouts and its natural consequence, juvenile delinquency.

As a result, more Negro youth drop out of high school than white youth, and fewer Negro high school graduates enter college. During one of the most recent school years, Negroes who constitute something less than 11 per cent of the total population supplied 21 per cent of the school dropouts, but only 7 per cent of the high school graduates.

Nationwide, Negro young people constitute about 15 per cent of the total youth population between the ages of 16 and 21, and yet are 50 per cent of the youth population in this age bracket who are both out of school and unemployed.

One of every six Negro dwelling units in the nation is dilapidated, obsolete or otherwise substandard as compared to one in 32 white dwellings. This despicable condition is hardly conducive to good study habits.

Another circumstance for consideration in meeting the challenge of dropouts among Negroes is our conceptulization of these children as a problem and the labels we use for identifying them. Take for example the term "culturally deprived." The term currently is being used to describe many children that society has failed to develop. A preponderance of these children happen to be Negroes in our large metropolitan cities. While the term "culturally deprived" may be correctly interpreted by many practitioners who are groping with approaches to assist these children in attaining a higher level of achievement, the inherent danger of this label is that it may create impressions of cultural inferiority among these children as well as impressions which tend to ignore the negative societal influences which depress their aspirations.

The problem has always been present in our society but has been aggravated in recent years by the following:

- The mass exodus of our minority group population from rural and unskilled areas of this country to the major urban industrialized areas of the North and West.

- The previously mentioned growing economic gap between the "haves" and the "have nots" in these urban areas with disturbing signs of unrest and revolt through anti-social behavior.

- The growing need to conserve, develop, and adequately utilize a greater percentage of our manpower resources to remain competitive in the world markets—this, in spite of automation.

Thus it would appear that the designation "culturally deprived" is too constricting in its description of a far more complex problem. These children may be no more deprived than other children in terms of the needs of the times. They do need special help, and special reinforcements—in most instances going beyond the call of equal opportunity—if they are ever to be expected to close the gap of second class citizenship and assume their rightful place as partners in a free society, but the deprivation belongs to the nation and not to any group.

It would appear that any intelligent approach to the solution of this problem would have to focus as much attention on the unmotivated teacher and school system, and on the unmotivated business community in terms of providing equal opportunity for employment, as it does on the unmotivated or "culturally deprived" child. In the final analysis it would seem to appear that the motivational output of any child is directly related to the degree of motivational input of his environment.

Let us examine for a moment the unmotivated teacher. How many are there in our school systems across the country, already conditioned by negative community examples of equality and by the rigid curriculum content of teacher training institutions which minimize the importance of racial understanding in methods courses, who consciously or subconsciously place a ceiling on the expectations of many children before they finish elementary or high school?

Many authorities on this question indicate that a good teacher should constantly stretch a child and should create new expectations, but is this being done? The Bank Street College of New York City, in its concern for effective teacher training has accumulated recent evidence to be convinced that more important, perhaps, than family background as a cause of low school achievement of the children of alienated groups, is the fact that too many teachers and principals really believe that these children are educable only to a limited extent. And when a teacher has a low expectation level for her children's learning, these children seldom exceed this expectation, which is a kind of self-fulfilling prophesy.

Any student of educational psychology knows the value of identifiable images and other symbols as aides to learning. Thus, in our consideration of challenges posed by the dropout it is well to realize that with few exceptions, Negroes have been systematically excluded from most educational materials, except as they appear in menial and subservient categories. The depressing effect of this exclusion on the minds of thousands of non-white children and the stereotype image it presents to white children is tragic to say the least. It is absurd to use textbooks and counseling information whose illustrations are white only and whose contents ignore the role of Negroes in American life except for a description of the slave period and an occasional reference to spirituals and jazz.

When one looks at the unlimited potential of the American schools for developing talent as well as human understanding for the common good, only one conclusion based on performance can be reached. Education has not provided the leadership necessary for national growth across racial lines in keeping with the needs of the times. Rather, it has tended to follow the lines of least resistance and "status quoism" in succumbing to the mores of long outmoded customs and traditions where race has been a consideration.

The current courageous voter registration efforts throughout the South provide yet another dimension to the problem of dropouts, especially among Negroes. In an essay on "Education and Politics" appearing in the January, 1963, Quarterly of the Carnegie Corporation of New York, the statement is made that:

> "The common tendency to minimize the importance of politics to education

underscores a misunderstanding both of politics and of the role of education in a democracy and how that role is determined."

Public education is paid for by public funds, and public funds are provided, and allocated, through the political process, the essay states. Through this process, the community—as small as the township, as large as the nation—decides both the total amount it is prepared to spend for a host of public benefits and how the total amount will be split up among them all. In short, the political forum is where the citizenry fights for the things it cares about. That is where the public assigns priorities and establishes its values in rank order.

When we look at the record of public dollars spent for the education of Negro children—even to the dispensation of free lunches—compared with white children in many parts of the country, it becomes obvious that the ballot must assume a high priority in any discussion on dropouts.

We must clearly understand that the specialized and unique problems faced by Negro children as reflected by their disproportionate representation as dropouts is not a "Negro" problem nor entirely a school problem. Rather, it is a community problem requiring more conviction and commitment toward its solution by the total community than ever before. It is as much the result of an American heritage which struggles with two incompatible concepts of democracy versus racism, as it is with the need to revamp our educational approach for the demands of a representative population in a one-family society.

The problem of Negro children will not be solved within the confines of the Negro ghetto alone, and not by any single racial group in spite of some statements to the contrary. A constructive interracial teamwork approach must be strengthened through effective community organization. On the other hand, this approach does not minimize or ignore the vital role of leadership to be played by strong and responsible organizations within the Negro community. Here, I refer to the many social, civic and fraternal groups who have labored valiantly over the years to construct out of social disorganization a community of decency and purpose.

These groups should be encouraged to step up their support of efforts to give more Negro youth a fair chance in the race of life.

In facing the challenge of the dropout in the Sixties, the National Urban League is poised to make the greatest contribution in its half-century of service through concerted effort with these many community forces and such professional associations as the Louisiana Education Association. Toward this end, the Urban League has already provided consistent leadership over

the past 52 years to lift the horizons of Negro boys and girls and provide them with purposeful counseling and guidance.

It has pioneered many community demonstration projects aimed at pointing up the "how" of adequately reaching Negro youth. Its vocational guidance program for Negro students in Miami, Florida, in the Forties was the first for any children in Dade County, Negro or white, and paved the way for such programs for all within the entire County. The Urban League Vocational Opportunity Campaigns at the community level go back to 1930, and the pace-setting Back-to-School Campaigns were the forerunner of the U. S. Chamber of Commerce's current Stay-in-School Campaign. Consultations with school administrators, in-service institutes on minority youth guidance, parent clinics, career conferences at both the secondary and college levels, the production of audiovisual aids for youth and their parents, have all been part of this effort. The Talent Bank Youth Incentive Program is the Urban League's national project equivalent to New York City's Higher Horizons, with the important ingredient of wide community involvement. The Urban League motion picture "A Morning For Jimmy," has been viewed by a television audience of more than 8 million persons in two years and has become a permanent addition to the film collections of many schools and public libraries.

In January of this year representatives of the National Urban League met in historic conference with Francis Keppel, Commissioner, U. S. Office of Education, to express concern over the educational problems of youth in our urban areas; and to submit recommendations calling for the strengthening of our local institutions.

In the time alloted, I have attempted to present an important second dimension to the problem of dropouts, as related to Negro youth, which has been sometimes ignored because it is viewed as too controversial for educators to discuss. Why this is so has baffled me, especially when the right to so-called controversial discussion is supposed to be a hallmark of academic freedom.

I have not offered any panacea for the solution of this grave national problem, nor have I attempted to dictate to the educational profession what steps it should take to sterilize its household as a preventive against "dropout disease."

In the first place, there is no panacea except through setting a more positive example of equal justice and fair play. There is no "pat" answer short of better teachers and better teaching. And there is no motivation for these children short of understanding and love.

In the second place, I do not consider myself to be an educator in the strict sense of the term, but rather a

practitioner in community development who is concerned with the kind of society in which his own children and all other children will grow and develop. It would be an insult to the creative imagination of the many trained minds of both races who labor earnestly to develop these children, to assume that once the dimensions of the problem were clearly identified and understood a real solution would not be forthcoming. I consider this identification and understanding to be an item of the first order. Then comes responsibility to get the job done.

For educators to rise in answer to the challenge of the Sixties more boldness in daring to experiment is indicated. More courage in standing up to the unwarranted pressures of politicians who would exploit the racial issue in our schools for personal gains, is necessary. And certainly, all of us as thoughtful citizens must demand that the selection process for school board membership be as careful as the process used to entrust individuals with our highest secrets. Board membership must also be representative of the entire school population. Our children must not continue to pay the price for anything less.

In education as in other walks of life, there is a place for sectional or regional differences, especially when this difference serves to enrich the diversity of our cultural heritage. But this difference should never be permitted to obscure nor to impede our national objective of providing an equal opportunity for all our citizens.

The National Urban League has accepted the challenge of the dropout in the Sixties. Won't you join with us in saving these children from a life of misery? In so doing, we cannot help but create a nation of hope for all mankind and a strength united against our adversaries.

WORKSHOP DESIGN

Mr. Joseph W. Davis
Chairman of Workshop

The purpose of the workshop is to give educators, social workers, parents and community leaders an opportunity to examine together reasons why children drop out of school and to suggest techniques, methods, and resources which parents, the school and community agencies may use in order to affect a change in attitudes of our youngsters toward school attendance and toward alleviating negative conditions.

Each discussion group will have from ten to thirty people. This was done purposely in order to give each participant an opportunity to participate in the discussion. We are promoting the concept of the small cohesive group.

G R O U P R E P O R T S

TOPIC I: The problem—the who, where and why of the dropout

TOPIC II: Techniques, methods and resources for alleviating the situation

THE DROPOUT AS VIEWED BY A VISITING TEACHER IN THE ORLEANS PARISH SCHOOLS

What is the dropout? Who is he? Why does he exist?

The term "dropout" now is applied to everyone who leaves high school without a diploma, but only in recent years has it had this meaning. The view that everyone ought to complete twelve years of schooling regardless of his intellectual capacity, interests, vocational plans, or motivations, is new to our generation. Sixty years ago, even thirty years ago, it was assumed that a high school diploma should be a mark of distinction and an evidence of academic ability and achievement beyond that which could be expected of every adolescent.

There are many statistics concerning the dropout. U. S. Department of Education figures, for example, show that only 60 per cent of pupils now in the fifth grade in this country will graduate from high school. Figures for Orleans Parish public schools show that only about 67 per cent who enter the ninth grade graduate from high school. And this is a significant increase over the per cent who graduated 10 years ago. Statistics clearly show that dropouts overwhelmingly are from the public schools. Among other reasons, it is probable that parents who pay for their children to attend school see that they stay to get their money's worth.

"More children are dropping out of school than ever before," according to Dr. Bernard A. Kaplan, Director of Project School Dropouts. He listed certain characteristics that seem to prevail in the case of most young people who drop out of school.

1. Rejection of the school
2. Competition and a sense of frustration and insecurity
3. Below average academic achievement and poor reading ability
4. Erratic behavior
5. A lack of friends and little interest in extracurricular activities
6. Poor orientation to school
7. Membership in a lower socio economic group and lack of parental interest and guidance.

The 1963 World Year Book in a report by Paul C. Tullier puts it clearly. "A million youths who have passed up the three R's now find themselves trapped in the three U's— unschooled, unskilled and unemployed."

Unemployment in this bracket (16-25) is at least twice as high and rising at a faster rate than in older age groups. According to former Secretary of Labor Arthur J. Goldberg, "The

future of these youngsters is potentially the most dangerous social condition in America today." Robert Tabor describes their plight as the "great American tragedy of our time." As society becomes highly mechanized, unskilled jobs disappear and the new ones require more and more skills.

The visiting teachers in the Seabrook Office have been studying the dropout problem in connection with a state-wide program. Their findings seem to concur with Dr. Kaplan's analysis of causes of dropouts. This study is pointing up that school behavior is one of the factors in determining whether a student is encouraged to remain in school or to drop out. Some students who remain in school have lesser intellectual capacity than those who drop out. Their problems are closely tied up with their social and emotional difficulties.

In a brief summary of 246 of these children who were between the ages of 7 - 15, inclusive, who have dropped out of our school this session, we find the following causes given by the school and home:

Health reasons	62
Poverty and financial distress	58
Academic retardation	32
Behavioral problems	26
Pregnancy	23
Low value standards and indifference	17
No birth certificates	9
No health certificates after illness	4

The dropout is a problem involving many components of the community of which the schools are but one. This stepped up attack on the problem has been concerned chiefly with two areas:

1. Kindling motivation in the dropout by raising his level of aspiration

2. Employing methods of instruction that will hold his interest.

Raising the level of an individual's aspiration unfortunately is more than a part-time school job. It requires the participation of many of the community's social welfare and human relations agencies. It is not untypical that a dropout comes from a home where the bread-winner's attitude is: "Look at me. I'm doin all right and I never finished high school." One approach in the area of motivation and aspiration is to confront the potential dropout with dollars and cents. Another approach to this problem has been given by Dr. Horace Mann Bond —"Poor preparation and background are not to be considered deterrents to learning," he said. "Efforts should be directed to helping the lower class pupils, rather than the middle class, who have the benefits of parents and other agencies to assist them."

The purpose of compulsory schooling is to make sure that every child has an opportunity to get an education up to his capacity, but little is gained by keeping an adolescent in school by law if he hates school and refuses to learn. At some point the responsibility of the potential dropout and the dropout must be shared with other institutions and agencies. The schools cannot do it all. It is for this reason that we have invited you, our friends, here today.

In the article in the 1963 World Year Book our own Mr. Edwin Friedrick, Director of Curriculum Services, sums it up for us: "It's a time bomb we all have to take a hand in diffusing, businessmen, union leaders, church leaders, state commissions, federal agencies, parents, teachers, and social workers."

*Dropout definition from SATURDAY REVIEW, Feb. 16, 1963

Group I

Mr. George Parker
Consultant

There are many problems facing modern American education, and with the exception of money attrition—dropouts seem to be the most serious. Not only are the slow learners leaving our schools but so many of our average and excellent talents are going to waste.

It has always been my feeling and experience that this problem stems from a lack of two things: one is the lack of sufficient staffs to serve our schools so that the teacher might give more time to individuals and small groups; the other is that the schools and school personnel have been too gullible in accepting the responsibilities of all other community agencies such as the church, civic and social organizations, recreation, and even the home.

Let us explore a little more the first problem—lack of sufficient staff personnel. I understand that each visiting teacher in this system serves about three times as many students as he should. Psychologists are limited, counseling services are misused; and teachers serve in all capacities such as mothers, fathers, ministers, recreational directors, clerks, and administrative assistants. Then, there is very little time left for teaching, guiding, and directing.

Next, the schools are responsible for allowing the other social agencies to trust their responsibilities upon them. The school then finds itself in an impossible position. This is not difficult to realize when one remembers that the school does not have sufficient personnel to meet the standards which it has outlined for itself.

GROUP I - RECORDER'S REPORT

TOPIC I

Miss Eloise LaBauve gave a three minute talk on identifying the dropout.

What is the dropout? Who is he? Why does he exist? The dropout overwhelmingly occurs in public school. (She pointed out that private schools screen students.) She recommended that we raise the levels of aspiration of our children.

Mrs. Lewis pointed out the importance of the family in the life of a student and especially the dropout. In families where the income is very low, school attendance is a secondary problem. Social workers see the children in family setting. Overcrowded housing and little recreation affords the setting where behavior problems develop. The family setting plays the important and determining role in developing the potential and the actual dropout. The home, the school and the community should work together as a team in the interest of children.

Mr. Rucker discussed the value of the local study made by the Visiting Teachers and the importance of the community efforts and the necessity of getting it over to the public.

Mr. Otis Finley discussed the importance of all facets in the community working together—all persons concerned. Some of the items pointed out by him were:

1. That 49% of the dropouts in Louisiana are Negroes.

2. The role of the Urgan League in our community.

3. Book for Parents - Sold by Urban League - What Is Ahead for My Boy and My Neighbor's Boy (5¢).

4. Grooming for Girls - in full color.

5. Conferences should be held with parents so that they can learn what can be done to assist the children to develop to their fullest potential.

6. The economic situation has a great affect on the dropout.

7. Parents should be considered regardless of their own educational achievement.

8. Ways of assisting the parents to handle unmet needs.

   a. Group meeting with cross-section of community leaders.

   b. PTA Meetings.

   c. Personal contacts.

TOPIC II

1. If the teacher could develop a sense of humor, it would assist greatly.

2. If the Counselors could pin-point the potential dropouts, they could attempt to direct them into a happier way of life.

3. We should have more counselling services.

4. We need legal measures to keep children in school in order to reduce dropouts and encourage better attendance.

5. The school should exhaust all the available resources before referral.

6. More communication among agencies is needed.

7. School people should become familiar with the role of agencies in the community and the agencies should become familiar with the role of the school.

8. We should get to know the boy and girl better from the guidance committee and the counselor when we find a potential dropout.

9. Counselors should become more informed on functions of agencies.

10. We need more special schools for the uneducables in order to reduce the list of dropouts.

11. Agencies should provide more adequate services.

12. We need more well-trained, dedicated, highly motivated teachers. We need improved curriculum services in order to work with what we have.

13. Principals should report this information to their teachers and implement a program to get them motivated.

14. We should have a study in each school as to the potential dropouts.

15. More communication between teacher and principal, and parents.

16. Establish more trade schools to reduce the number of dropouts in the schools.

17. A more specialized, well-planned curriculum would assist in keeping the child in school longer.

18. A better coordination between agencies.

GROUP III

Mr. Paul Sanzenbach
Consultant

Many parents come to Family Service when a child has become a problem in school. The parents will complain that the child is a truant, he misbehaves, he is failing, he has lost interest or he doesn't work up to his ability. Sometimes the adolescent has already dropped out of school. Some of these children are severly retarded and some are slow learners. Normally our task with the retarded child would be to refer the family to an educational facility which is designed to teach these children, but usually we find that such facilities are either lacking or greatly overcrowded. We often end up teaching the parents of a retarded or slow child how to teach their child. We help these families accept the child's limitations and we also help them handle the emotional problems which result from this situation. When these children reach adolescence there are even fewer facilities to provide job training. And then, with or without any real training, these adolescents face very limited job opportunities. Many of these children drop out of school because their needs are not being met.

New Orleans should be able to provide adequate classrooms and trained teachers, both on the elementary and secondary level, for retarded children; it should be able to provide job training and it should be able to offer employment so that members of this group do not have to become welfare burdens.

The second type of potential dropout we encounter is the child who, because of an emotional problem, cannot work up to his ability, or adjust to the school routine. Very often this child's behavior is the symptom of a problem in the home. The parents' main concern may be the behavior of the child in school, but as we get to know the situation better we almost always discover other problems in the family; problems which affect other family members as well as the potential dropout. Still later, we may discover serious personal problems, in one of the parents or siblings, which add to the total pressure on the child brought to our attention. We find that most families who come to our agency usually have several problems to contend with. We find that the majority of school problems signify a family problem, and frequently these problems dovetail in such a way that as one problem is solved another emerges. At times our primary goal is to provide the child with means by which he can more effectively cope with these problems in his home, while at the same time we work with the parents.

Sometimes, in the case of a severe marital problem, we find that it does little good to bring the child into treatment

until the marital problem is under control. Children laboring under problems such as these need to be discovered as soon as possible and the community needs to provide the counselors, social workers, and therapists who can work with these children and their parents. We are disturbed by the fact that too many parents do not back up the school system and attempt to get better educational facilities, and that certain elements seem willing to pursue their personal beliefs even to the point of destroying the public school system.

And beyond that, if New Orleans cannot provide adequate education and job opportunities for the slow and average student, particularly for the Negro student, we will be offering little incentive for these students to remain in school.

GROUP III - RECORDER'S REPORT

1. The dropout almost always lacks sufficient motivation.

2. Both the home and school are often unable to stimulate him.

3. He developes no usable skill through the school.

4. Often the economy cannot find a place for him.

5. Many welfare families want to keep the adolescent in school because of the money received for his care.

6. The parents are culturally deprived.

7. The student is discouraged because the social factors cut down his opportunities.

8. The student realizes that the school is not meeting his needs.

9. Percentagewise, the number of dropouts is declining; we need to know more about the cause of legal and illegal dropouts.

10. In this area, the Negro student realizes that his education is inferior, and his employment chances fewer, compared to his white peers.

Conclusions

1. We cannot educate 100% of the children and should be more realistic in our goals.

2. The schools have been given too many tasks.

3. We need remedial reading classes at all levels.

4. We need improved courses, designed for the average student.

5. We need more and better qualified teachers.

6. We need more research to define these problems.

7. We are not reaching the parents who need counselling.

8. We need more schools.

9. We need more counsellors and visiting teachers.

10. All community resources should be organized to meet this problem: business, labor, the church, and others.

11. The school should serve each child to the limit of his ability.

12. There is no one answer to this problem; no one reform will ever make a dent in the problem.

GROUP IV

John H. Boucree
Consultant

Let us begin this discussion by defining the term "Dropout." Dr. Aaron Brown, Project Director, Phelps-Stokes Fund, at a recent Principal's Workshop stated, "any student who leaves school for any reason, except death, before graduation and does not transfer to another school is classified as a dropout." This definition is most inclusive and comprehensive, covering every possible reason for which a student may leave school.

With the growing need for more skilled labor and the ever rising increase in the number of the unemployed, the dropout is being given serious consideration. Because the philosophy of the American education system is to provide education for its masses, the dropout problem presents a crucial situation. At the present time our country is in need of a more adequate supply of better educated and trained manpower. The high school is no longer primarily that of a college preparatory institution. It represents for many, a terminal education. When the curriculum and the school do not provide for the possibility of terminal education at graduation, the problem of the potential dropout is created. More and more each day, statistics are being compiled and interpreted to predict the probable unemployment crises of the future and the other ills which will befall society from this army of unskilled, uneducated citizens.

In an effort to prevent a student from becoming a dropout, it must be necessary to set up some criteria, some signposts which will identify this potential dropout so that work can be done to alleviate these conditions. We may ask ourselves, when does a student begin to show potentialities for dropping out, where can we look for these signposts, at what stage in his school life are these elements present? Actually there is no set time or phase that can be pinpointed. A parent, by saying to his pre-school age child, "just wait until you go to school, the teacher will straighten you out," may have instilled seeds of fear for school and a desire to get away from this monster, thereby causing the child to become a potential dropout.

There are many items, however, which may be categorized as factors which will cause a student to drop out of school. Daniel Schreiber, Director of the NEA Project on School Dropouts, lists the following as reasons why students drop out of school:

1) reading retardation
2) grade retention
3) subject failure
4) low intelligence

5) family attitudes - economic level, occupation of parents, siblings.
6) school-size, organization, location, double sessions
7) self-image
8) dislike of school
9) lack of interest in school

Francis W. Matika and Rebecca Sheerer in an article, "Are the Causes of Dropouts Excuses," published in the November, 1962 issue of the Bulletin of the NASSP reported recurring problems found by Lloyd Sevan, Director of Pupil Guidance in Canton, Ohio. He states that from his experience, any student to whom any four of these apply must be considered a potential high school dropout. They are

1) A year or more below grade level in arithmetic or reading according to results from the Seventh grade achievement tests given. The student is not keeping up academically.

2) Attendance in several elementary schools. The student cannot develop a sense of belonging to any one.

3) A newcomer to the city. The student has come from a rural area or a smaller town and feels lost in a big city.

4) Failure in one or more years of elementary or high school. Most frequently the failures occur in the first, second, eighth, and ninth grades.

5) Low economic level. This generally accompanied by a lack of parental emphasis on education.

6) A broken home.

7) An irregular attendance pattern in high school. Usually this is accompanied by low grades.

8) Difficulty in adjusting to the high school. The student does not take part in school affairs.

9) Community problems. A youth who has been in difficulty with the police or other community agencies.

10) Among girls, going steady with older boys. The boy leaves school for the service or a job and the girl no longer fits in.

11) Among boys, ownership of his car. He must drop out to earn money to support his vehicle.

There are many other signposts which we might enumerate that would be indicative of a potential dropout. The ability to recognize these danger signals in the student and at the same time provide a possible avenue to curb or lessen the number of dropouts is a tremendous task which is the responsibility of the school, the home, the community and all agencies involved with the betterment of the human being.

GROUP IV - GROUP DISCUSSION

Highlights of the Discussion

1. The problem of Dropouts is community problem.

2. All youngsters today carry an increased burden. More than 9,000 left school last year before graduation. By 1970, the drop-out rate will be approximately 30% with 70% of these being average or above in intelligence.

3. A large number of students leave school at the age of 16. Dropouts have these characteristics in common: they dislike school, they have poor living conditions, they have poor reading habits and they are retarded in mathematics.

4. Dropouts carry these Problems: Change jobs, are frequently unemployed and do not live full lives.

5. Reasons students give for dropping:

    1. Marriage
    2. Military Service, etc.

6. How can the school stop students from dropping out?

    a. School needs more trained personnel.
    b. Set up criteria to prevent dropouts
    c. Watch for the potential dropout—begin corrective measures.
    d. For the potential dropouts—use the talents and resources of the school and teachers.
    e. In developing preventive plans, remember these important factors: family attitudes, attitudes of siblings, the importance of an education, the child's self-image with school.

Other Characteristics of young people who drop out from school:

1. The seventh grade achievement tests reveal that student is a year or more below grade level

2. Prior attendance in several elementary schools

3. Newcomer to City

4. Failure in one or more years of high school

5. Low-economic level

6. Broken homes

7. Irregular attendance

8. Poor adjustment in several areas

9. Community problems

10. Dating regularly (Girls)

11. Boys—Ownership of car—leaves school to pay for car. Corrective measures to alleviate the dropout problem should be taken by the school, the home, and the community in addition to special agencies.

A broader definition of the dropouts is needed.

Some local Observations:

1. Students are required to pay fees and dues for many things which are insignificant to the school's program. All children cannot afford these assessments. They should be considered when the budget is being made. An acceptance and proper attitude of the teacher needed.

2. School buildings are inadequate, in comparison to white schools for children. Many of the schools are overcrowded.

3. A large percentage of children are far below grade level.

4. The platoon system presented great problems. A special curriculum should be provided for low IQ students.

5. Students should be grouped according to abilities. Parents must help to raise education level of children. Children should be motivated in regards to a need for education. Parents, teachers and students should be worked with to raise education level.

6. Many people have the wrong impression about vocational trades. More emphasis is needed on trades for non-college students.

Working parents, who must spend long hours away from home, cause children to run the street. The children get the feel of the "street" and like the experiences there. Juvenile authorities will at times pick up the children; the court orders them

to return to school. A child will come to school for a while. Then, later, he is dropped. He becomes a problem for the office and the teacher. (Status attained when child goes to Scenic High School. This is a problem also.)

The dropout problem is a cooperative affair. The school cannot handle it alone. On the junior high school level, this problem is the greatest. Children lose the feeling of belonging and sometimes want to return to "Scenic High."

The family's way of life is contributing factor to "Dropouts." In cases where both parents must work, children are on their own. It is almost impossible for the father alone to be the wage earner.

Low income housing contributes to the drop out situation. Children need supervision. Housing projects need community centers for children with proper supervision. What the child does after school is important.

The Urban League is now planning a project to attempt to curb dropouts. The Urban League feels that 70% of problem rests with parents, and offers these suggestions:

1. Organize PTA groups to work through the schools.

2. Discuss with parents job opportunities for minority groups.

3. Arrange tours for young people—so they can get ideas of what this is all about. This will serve as inspiration to get students to stay in school. Permission from the school board will be necessary for such a project. This should be a long range project and should begin on the elementary level.

Four methods of alleviating problems:

1. Work for better schools.

2. Reach youth early.

3. Raise inspirational and cultural levels.

4. Provide special help to high school dropouts.

Since the problem of the school dropout is a problem of the entire community, it is very important that every agency work together to solve this problem.

Parental attitudes are largely responsible for dropouts, for in the face of poverty, limited intellect and poor health, some parents find a way to keep their children in school.

The curriculum must be improved so that schools will provide for each child the things that he needs to prepare him for adult life according to his interests, aptitudes and intellect.

Recommendations

1. Counseling on the elementary level.
2. Visiting Teachers serve no more than two schools.
3. Identify the potential dropout early.
4. Improved communications among agencies and the school.
5. Initiate programs that will make the public aware of the critical nature of the dropout problem so that a concerted effort can be brought to bear on it, with the cooperation of the Principals' Association, Citywide PTA, and Urban League.
6. That vocational programs be set up in the elementary schools.
7. That the LEA go on record as supporting the National Education Bill.
8. Improved communications between principals, teachers and parents.
9. That more trade schools be established to reduce the number of dropouts in schools.
10. That a program of parent education be initiated.
11. That evaluation centers and vocational training workshops be established for pupils terminating their schooling.
12. That legislators enact new compulsory law and that parishes enforce and abide by same for <u>all</u> children and all schools.
13. That volunteers be enlisted to supervise study hour sessions after school.

14. That more facilities be provided for training retarded children that they might be more productive.

15. That this group support the enactment of the Youth Employment Act of 1963. Federal Bill HR5131 and S. 1.

16. That remedial reading classes at all levels be provided.

17. That more counselors and visiting teachers be employed.

18. That school personnel salaries be raised.

19. That concerted effort be made to raise the child's aspiration for academic and cultural improvement.

20. That the programs of voluntary organizations such as YWCA, YMCA, Orleans Neighborhood Centers, etc, be brought to the schools inasmuch as children are not always able to attend programs at the Central "Y's."

GROUP VI - RECORDER'S REPORT

This group was most fortunate in having as its leader Dean William Cope, who so beautifully steered the groups that each person in the group felt free and thus contributed several times to the discussion. The discussion moved along with no lag at any time. There were brief resumes given at intervals by the leader so that the group could reflect and think of new approaches to the point covered.

Our consultants, Mrs. Mildred Seaman and Miss Anna B. Klein, gave interesting remarks at the beginning of our session. Miss Klein spoke briefly from notes projecting the responsibility of the school and community for the dropout. Mrs. Seaman read a statement as prepared by the Visiting Teacher's Department.

The interest remained at a high peak in this group. At the close of the session it was generally felt that the ideas presented stimulated each person to do more individual thinking, research, and implement studies on the subject in his particular setting.

Methods and Recommendations:

I. School

A. Set up educational programs for parents. Parents should be aware of resources as they become available so that they can help their youngsters.

B. School should show need for more counselors. The counselor's load should not be over 300.

C. There should be a crusade for counselors in the elementary schools. If this were done, many problems could be prevented; there would be an even earlier identification of dropouts; teachers could be greatly helped.

D. Due to overcrowded conditions in classrooms, assistant teachers and principals are needed. This would lead to improve instruction.

E. Schools should schedule conferences with parents. Principals, teachers, and counselors should make home visitations, telephone calls, write letters to parents.

F. PTA Meetings should be better planned so that there is more time for parents to talk with teachers.

G. Re-viltalize Career Days

H. Show need for more Visiting Teacher services. A better job could be done if Visiting Teachers' loads were smaller. Visiting Teachers' should sell their department.

II. Industry

A. Industry should provide excellent pre-job or on-the-job training programs.

B. Industry should emphasize recruitment. They should advertise and make their job interesting.

C. Inform the community periodically of jobs which are available, outlining specific abilities and skills required.

D. Re-training programs by industry and agencies

III. Community

A. Advocate re-training programs by the government such as the C. C. Camps of former years.

B. Crusade for better salaries and improved working conditions for principals, teachers, visiting teachers and counselors.

C. Demand that overcrowded conditions be relieved.

GROUP VII

Christopher C. Melvin

The termination of formal training before the completion of high school is nothing new in our society. (Many people in years past, not only did not complete high school, but frequently did not complete elementary school.) And yet, these persons of limited formal training were able to obtain work and earn an income sufficient to enable them to support families adequately, to purchase homes and to educate their children.

Today, there are still among us, persons who do not complete high school but their lot is not similar to that of the persons with limited formal training of roughly thirty years ago and before. The reason for this is that many changes have taken place in our society which affect greatly the matter of obtaining employment.

During the 1930's when the United States became the arsenal of democracy, the cry began to go out for more skilled workers and the number needed could not be provided. The need for more education was then brought into focus. An education has become a necessity and could no longer be regarded as a luxury. Through the years since then, the requirements for employment have become increasingly greater in terms of training.

Today, most persons who fail to finish high school are comparable to a ship without a rudder. They are in the position merely to float about aimlessly and purposelessly, heading to no particular place and eventually causing trouble by crashing into some other object.

These people who do not complete high school are now known as "dropouts." The term is an effective one because it is never heard unless it carries with it a ring of urgency that something be done about the problem and the other problems which result from a person being a "dropout."

Generally, much of what is said about the "dropout" is spoken of against a background of his being unable to take a job in an automated factory, or of his being unable to perform some skilled craft. This is because of the great increase in the population of our urban centers. The problem is more acute in such locales, because the "dropout" moves around in the community unable to become a productive citizen and frequently causes social problems. However, the dropout is unfortunately situated in virtually all, if not all areas of employment.

We can recall how once a woman could prove to be a competent domestic worker if she could scrub floors, clean a house, launder cotton and woolen fabrics and look after small children. Now, the washing machine carries cycles which can prove to be quite intricate in order that the many different kinds of fabrics would be washed properly. The iron carries a dial which has many words for the ironing of many different kinds of fabrics. Consequently, a person who is barely literate, or just anyone who has the physical ability to work and the strong will to work cannot depend entirely upon these factors. Some training will be needed for most jobs today.

There are many things which could be mentioned here that go along with domestic work that require a considerable amount of learning.

There was a time when a person who possessed an accurate sense of rhythm and who could learn to play a musical instrument in the familiar keys of E flat, B flat or C, could become a musician, capable of earning a good income and obtaining prestige in his city as well. The picture has changed greatly now because music, both classical and jazz, is played by conservatory trained men who are not only excellent musicians, but who are most articulate and able to come up with various philosophies about life. They are constantly trying to do something that is entirely new and different. It is a known fact that men on the order of Peterson, Mingus, Billie Taylor, Clark Terry, Dizzy Gillespie, Quincy Jones, and Max Roach are setting a pace in music which makes it highly competitive and a challenging field for men who are highly trained.

Such is the case in many other areas of endeavor and fields of work. In the midst of all this wanders the dropout, a frustrated, disappointed, puzzled, often resentful person. Sometimes he drifts into crime, whether for "kicks", for needed money or for recognition and the desire to prove that he can be outstanding. Or he may marry, produce children, find himself unable to support his family and then drift away; his wife and children have to be supported by public funds.

The dropout then is not of concern only to educators, or to industrial leaders. Instead, he is of concern to society as a whole. It is right then for lawyers, educators, social workers, labor leaders and men of industry to sit down together and examine this problem in order to determine what can and indeed what must be done in order to solve it.

When a child drops out of school before completing his schooling this must be seen as a symptom that something is wrong. It is not wise to make a blanket all inclusive statement such as "children who become dropouts are poor readers" or "children who become dropouts are misunderstood by their teachers and administrators."

Some questions which logically arise on the basis of this position are: At what is a child aiming? Is he aiming at anything? If not, why not? What chances are there for employment if a child from a certain cultural group does or does not complete high school? Are our schools changing sufficiently and rapidly enough to provide children of various abilities and interests with the opportunities for a good education? Should the schools undergo a radical change so far as philosophy, organization and curriculum are concerned?

A discussion of the dropout could hardly be held unless we would come to grips with all of these questions and in addition, to the question of how to spot the "potential dropout." Certainly there must be many characteristics shown by children who in all likelihood will become dropouts, and while talking about the dropouts as such, something has to be done in order to help these children to remain in school.

It would seem that some homes and families have to be strengthened; that parents would have to be given something which would enable them to motivate their children to desire more education; it may be that all of the resources of our vari- our communities and our nation would have to be brought into play, but whatever has to be done, it matters not how much the cost, must be done because we are dealing not only with human beings, their happiness and their abilities but also with the future of our nation and our society.

GROUP VII

Willie J. Smith, Jr.
Consultant

I am indeed happy to participate in the study of this problem of "Meeting the Challenge of the Dropout—Who, Where and Why." In the Parish of St. Bernard, where I am the Principal of the only Negro School in the entire Parish, this problem has always been of grave concern to me. I feel that in a democracy, the education of an individual is conceived as a duty, and not as a privilege; for the chief goal of the school is the effective and continuous optimum development of all individuals. The real strength of a democracy derives largely from the notion that individuals are different, and that society must both recognize and accept such differences. To accept individual differences, adequate provisions must be in evidence to accommodate them effectively and to facilitate both the independence and inter-dependence of individuals. As we think in terms of the latter statement, one of the most baffling problems confronting the educational system in America is the excessive <u>dropout</u> rate of students in our schools.

For many years, this problem has been thought of, only in terms of the high school. The elementary schools have been in an enviable position. This is because it appears that there are virtually no dropouts from the elementary grades. In truth, this is not the case. While it is legally impossible for youngsters to leave school before a certain age, for all practical purposes, many drop out of the elementary school.

The dropout problem has its genesis in the elementary school. <u>It is here youngsters first</u> find out that they are different from other youngsters. <u>It is here that they</u> learn to hate school and are encouraged to leave. Thus, a student who may physically <u>leave the secondary school, psychologically</u>, he left school while he was still in the <u>elementary grades</u>. There is little doubt that the school dropout can no longer be considered solely a problem for the high school. Among people who have done considerable research in this area, is a general agreement that the dropout does not hurriedly decide to withdraw from school. Dropping out is but the final step in a long process, and often follows several years of unsatisfactory progress. This step is only of initial concern in our study today. Our chief concern here is not only in what stage they drop out, but the problem of having so many of our young people leave school, and I for one, am grateful for the increasing interest of lay people, school officials, and professional groups in this problem. Yes, this is a problem of major concern, those pupils who leave high school without a diploma, the dropouts.

As we center our attention on the second phase of this section, the where, statistics clearly point out that this is a nation wide problem. Let us pause for a few seconds and review a few of these. Al Andrews, writing for the Cleveland Plain Dealer made this observation: Large cities in the United States showed an average holding rate of 59.3% among graduating classes of 1955 according to a survey made by the U.S. Department of Health, Education and Welfare. The Cleveland figure in the same year was 57.3% under the national averages for the year. Further evidence of the significance of this problem appeared in the September 8, 1961 issue of the National Educational Association News. According to NEA Executive Secretary, William G. Carr, after announcing that the NEA had just launched a three-year study of this problem, "about one third of our young people drop out of school before completing high school. If this situation is permitted to continue throughout the next decade the actual number of dropouts will rise to an alarming total of 7.5 million, because within this decade there will be a sharp bulge in the high school population age group."

Perhaps one may ask, what are the implications of these figures for future consideration? It means that, there may be few job openings for this group, since the technological revolution, and especially the growth of automation, are rapidly diminishing the number of jobs available to the unskilled. Dropouts competing for the unskilled jobs will increase as the years go by. By 1965, statistics show that for every two unskilled jobs available, there will be three unskilled workers applying for these positions. What happens to the dropout? He becomes a potential social problem. He is generally making a significant contribution to our national rising crime rate; he adds to the unemployment pool of his community, and he produces a negative effect on the student currently enrolled who is looking for an excuse to drop out of school. Regardless of the geographic location of the dropout, these are his contributions to society. The degree of his influence is directly proportionate to the number of dropouts in any given community.

Having given some attention to the who and where of the dropouts, let us investigate some of the symptoms and underlying causes of this problem.

It would be wise at this point to ask ourselves, Why do young people drop out of high school before they graduate? There is no simple answer to this question. Factors which influence young people to drop out of school cover a multitude of reasons. It was previously noted that the size and socio-economic level of the school district would be contributing factors. Some of the dropouts leave school simply because they don't have the intelligence to handle high school work. The temptation of money, the freedom of a car, parties, clothes, and the so-called independence of holding down a job seem so

much more important in a teenager's world than a high school diploma. The home environment is a big factor to the potential dropout today. Some parents feel that going to school is wasting time, when the teenager should be seeking a job. On the other hand, the economic situation in the home may be such that the student must drop out in order to support the family. Another major cause is irregular attendance. Families move frequently because of transferring from one job to another. Truancy is another good indicator of a dropout and also students that are having a difficult time with academic subjects, particularly reading and mathematics.

The last and one of the most frequent causes in my particular parish is that of marriage and pregnancy. Many of these can be traced to the roots of emotional problems, inadequate guidance and counseling services, and the basic philosophy of the community and school.

Time will not permit us to examine each of these in its entirety. However, we can ascertain the fact that the magnitude of the present problems associated with dropouts raises a serious question with regards to present standards of living. Having given some thought to who, where and why, we must ask outselves, how are we going to combat this dreaded disease which has swept the nation like a plague making the more capable students in many cases, unable to contribute to the national manpower pool? What techniques, methods, and resources can we employ to alleviate this malignancy within a society that is now in the space age and jetting out unpropelled demands on the citizen of tomorrow?

How can we as administrators, supervisors, counselors, representatives of social and community agencies and parents' organizations meet the challenge of the "dropout" as we venture into the New Horizons in Education in the Sixties?

GROUP VII - RECORDER'S REPORT

Summary of Group Discussion

Definition of term:

Dropout is applied to every one who leaves school or is withdrawn from school, voluntarily or involuntarily, without receiving a high school diploma.

Who is the dropout and why? Where?

1. The dropout is a child who has problems which the school has not met (social, economic, emotional). This description is all inclusive.
2. A Retarded child
3. One from a lowereconomic family (group)
4. A child with disinterested parents (misplaced values); in a broken home; no identification with parents; whose parents have low aspirations for him
5. Poor curriculum; grade retention; Lack of provisions for individual differences.
6. Attendance Problems
7. Dropouts occur in elementary, junior and senior high schools—both rural and urban areas

Session II - Alleviating the Dropout Problem

The Home

Opportunities to Reach Home (Families):

(a) Periodic group meetings at school
(b) Home Visitations
(c) Individual conferences
(d) Small neighbor groups (meetings) Key parent leader, Visiting Teacher, School Officials (Peer groups have more influence than authoritative and professional groups.)

(e) Utilize agencies for solution of problems affecting families.

(f) Organize day care programs

(g) Provide education for parents on Child Development and how to cope with children

The Community

(a) Recommend that Legislators enact New Compulsory Attendance Law and that parishes enforce and abide by same for all children and all schools.

(b) Organize dedicated "servants" in the community to foster "Study Hour Sessions" after school.

The School

(a) Make revision of curriculum

(b) Make provisions for special classes

(c) Make provisions for individual differences

(d) Increase facilities for retarded children to make them more productive

(e) Teachers should try to understand the child

Recommendation: Support the enactment of the Youth Employment Act of 1963 (Federal Bill - HR5131 and S.1)

Recommendation: Because this is an urgent problem, we recommend that the Visiting Teachers and others continue their study and "action" of this matter.

We suggest a slogan——

Instead of "I teach school"——
Let's say: "I teach children."

GROUP VIII - RECORDER'S REPORT

Mr. Collier, our group leader, gave some of his ideas on the problems which we are confronted and requested that the group focus on what can be done.

The group concurred in the belief that it is highly important to sell the idea of motivation to the parent and the schools. This points up the need for communication between the child, parent, school, community, and business.

The first proposition is that we should work with the individual student so that he can realize he is being helped for himself alone. Also, there was a general discussion of the need for education to keep up with advances in technological changes and the need for preparation of students to meet this challenge.

After a general discussion of various contributory causes, the group suggested several recommendations:

1. That an all out effort be made to interest teachers and parents in the problem of motivation.

2. That certain provisions be incorporated in our educational system to take care of all the educational needs of all our children.

3. That more attention be given to the financial aspects of students' needs.

    a. That financial assistance be made available for potential college and vocational students while in high school.
    b. That community resources, i.e., clubs, fraternities, sororities, etc., be canvassed to establish financial assistance for deserving boys and girls in elementary and secondary schools.

4. That information on financial assistance for students be made available to all schools and that the schools should keep the students informed

5. That vocational education programs be set up in elementary schools to reach children who will not obtain a complete academic education, and who are not of age for vocational and

rehabilitation training—with recognition by certificate and that industry be advised of this specialized training and also be requested to honor it.

6. That there be more parent participation in programs geared toward their gaining interest in problems of educating children.

GROUP IX - RECORDER'S REPORT

Facts about Dropouts

1. Low Intelligence, under achiever
2. Low academic achievement
3. Frequently, the male student
4. One or more grades behind standard
5. Retarded reading level
6. Lacks interest
7. Lack of participation in extra-curricular activities
8. From Low socio-economic family
9. Poorly educated parents
10. Attended 2 or 3 elementary schools
11. Moved frequently
12. Sees little value in completing school
13. Has hidden reason
    a. Cannot dress like group
    b. Does not have money
14. Lacks long range plans or goals for life
15. Boredom through over or subtle behavior indifference

REACTS AGAINST SUCCESS IDEAL

Symptoms are not always limited to manifestation in school.

The dropout is not aware of severity or consequence of his decision.

Unhappy, fearful, lonely in relation to "success profile"

COMMUNITY AND AGENCIES RESPONSIBLE

Vocational Rehabilitation

—Must be over 16

—Mentally or physically disabled

—Testing must indicate disability

Facilities available for dropouts:

V. R. does not operate schools but purchases services. It pays tuition and fees in training situations. There is on-the-job training. Private schools are used, Straight Business School is one. Therapy (medical, physical, etc.) is given.

Needed:

1. Evaluation Centers and
2. Terminal Workshops

WORKSHOP THAT STAYS IN ONE SITUATION

Mentally Adequate Dropout

1. End product (physical or doctor's diagnosis)
2. End product (school)

Compilation of Recommendations, Action Plans, and Suggestions for Reducing Dropouts

Our concern other than the problem of the dropout should encompass an element of "Operation Bootstrap" and self help. We should be interested in what we ourselves are doing. Utilization of untapped resources and an awareness that we can solve some of our own problems should be of prime concern.

Information must be disseminated to parents and pupils regarding the importance of reducing dropouts. Ways must be found to reach out into the community for cooperation and youngsters must be motivated for material opportunities.

Reading clinics should be extended to include pupils of lower IQ levels and such clinics should be available in all schools.

Recommendations:

I. For the School

A. Continue to evaluate and revise the curriculum where necessary.

B. Provide special education classes for every elementary school.

C. Provide a reading clinic in every elementary school, and lower the IQ score requirement for admission to the class.

D. Provide more facilities for retarded children, educable and uneducable.

E. Evaluate and excuse (with a plan) all children who are unable to profit from formal education.

F. Increase efforts to motivate children to "secure as much education as they can take."

G. Set up an identification program in order to screen and identify children who present problems in school.

H. Include vocational courses in the high school curriculum.

I. Secure the interest and cooperation of industry in order to provide a work-study program in the high school.

J. Increase distributive education program.

K. Improve guidance services in the high school, with emphasis on occupational information.

L. Provide counselors in the elementary schools.

M. Reduce the school load of visiting teachers to two schools.

N. Provide youth incentive programs in the upper grades of the elementary schools.

O. Set up primary vocational program in the upper grades of the elementary schools.

P. Help high school students take advantage of existing financial aid.

Q. Conduct faculty study program around dropout problem.

R. Provide schools with a directory of social agencies.

S. Provide more trade schools.

T. Teachers work toward raising the aspiration levels of pupils.

U. Each school conduct a dropout study.

V. Increase teachers' salaries to attract and encourage better preparation and advanced study.

W. Survey of jobs in the community.

X. Relieve overcrowded situation in overcrowded schools.

Y. Increase visiting teacher staff.

Recommendations

II. For the Home

A. Parents should visit the school periodically for conferences with the teacher,